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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

William McAndrew Vindicated

WILLIAM McANDREW'S vindication is complete. Judge Hugo Pam, presiding in the court proceedings, announced on December 18 that the ex-superintendent of schools was in no wise guilty of insubordination or of British propaganda through the choice of textbooks in history.

Mr. McAndrew merely sought vindication, and will not sue the Board of Education for pay now due him, and he will withdraw his suit against Mayor William Hale Thompson.

The recent "Horrible Confession" of the ex-Congressman whose testimony was considered the vital factor in the British propaganda charge was adequate vindication, and was given adequate publicity.

Mr. McAndrew's decision to accept the vindication as adequate in every respect is high professional ethics, such as was to be expected from a man of his devotion to education in a long and eminently useful life as a leader in public education in the two largest American cities.

Religious Religion Needed

A DEMOCRACY without religious religion is impossible.

Religious religion used the Bible to stabilize civilization through the promotion of human welfare. Religion is religious only when it is benefiting human welfare increasingly and promoting civilization universally and efficiently.

The test and measure of religion is its use of the Bible for the greatest good of the greatest number of continents, countries and persons. Religion is religious only as it realizes that the significance of its inspiration of the Bible is heightened by its adaptation to human need as life becomes more complex industrially, socially and civically.

The most intelligent test and measure of scriptural inspiration is the teachings of religious leaders in every crucial period of which the Scriptures treat.

Jesus has rendered an inestimable service to the world for nineteen hundred years through intensifying civilization through his teachings, which miraculously have met every crisis in human history as

though Jesus had that special crisis in mind as he taught his followers in the Holy Land.

Dr. Arthur C. Boyden, of the Massachusetts State Teachers College of Bridgewater, has a clear record of the pedagogy and psychology of this the greatest teacher as told by Matthew, Mark, Luke and John.

We consider this study the greatest contribution to the science of education and the art of teaching that has been developed, and when it is available in book form it will be one of the masterpieces of modern educational literature.

Northwestern University, Chicago, receives a million dollars from Charles Deering of the International Harvester Company for a building for a new general library.

Problems in Teacher Training

THE fourth conference of the "Normal School and Teacher College Section of the New York Society for the Experimental Study of Education" was a meeting of high educational significance, and an elaborate report of the proceedings has been published by New York University Press Book Store, Washington square east, New York City, edited by Ambrose L. Suhrie, chairman of the conference and professor of Normal School and Teacher College Education, New York University.

"Problems in Teacher Training, Volume IV," is the title of this valuable report. There are 360 pages. The general theme of the conference of 1929 was co-operation, and the papers and discussions were "mass production of sane education," unsurpassed by any addresses of the year.

Automobilists are credited with spending two-and-a-half billion dollars a year. That is almost as much as the entire expenditure of the United States Government. These figures, $2,500,000,000, are the official figures of the American Automobile Association through William G. Bryant of Detroit, chairman of its Touring Board.

Signs or Scenery?

THE Standard Oil Company of California offered two prizes for slogans to create a better sentiment in the elimination of highway signs.

There were thirty thousand applicants. The first prize was won by a Seattle boy, "Why Sign Away Beauty?"

Two slogans divided the second prize. San Diego's "Landmarks—not Trademarks" and Pasadena's "A Sign Removed is a Scene Improved," were the winners.

Agricultural Nature Study

JOHN H. GEHRS renders high service to psychology in his "Agricultural Nature Study" which he adapts to the mental characteristics of boys and girls from eight to ten.

Others have talked about these "hunger years," but we have known no one to appreciate as clearly as he does that children want some information that would not have interested them in earlier years. They resent oatmeal and chicken broth, for they want what men and women have to eat. They simply want a lot of it.

President Hoover declined all offers of tame turkeys for his first Thanksgiving in the White House. Only wild turkeys would be accepted. That is the school boy attitude which accounts for several things in his heroic leadership.

Gehrs' "Agricultural Nature Study" has the wild-turkey mental taste that thrills boys and girls from eight to ten. It bridges the gap between "Nature Study" of other days and "Agriculture" that is terrorizing United States Senators.

The information attracts their ravenous appetite by answering innumerable questions they had failed to ask. It is information that their fathers never had. There is no tame-turkey stuff in "Agricultural Nature Study." When they talk about the use of bird-dogs, shepherd dogs, and Eskimo dogs there are pictures of a jackal, coyote and wolf as the traditional ancestor of the dog, saying frankly that no one knows when, where or by whom the jackal-coyote-wolf ancestors were domesticated.

There is a genuine enjoyable thrill in every paragraph because the boy knows that he is learning something his father doesn't know.

It meets a psychological attitude of a boy of nine to be able to tell his father why the bobolink, oriole, scarlet tanager are more beautiful and their songs more frequent and joyous when they arrive from the South than three months later.

"Agricultural Nature Study" is of greater psychological service than much of the professional psychology which is laid aside while he learns that a man's hat is checked while he eats.

Personally we have had joyous professional thrills reading "Agricultural Nature Study," and we rejoice that school boys are to have a new experience in the use of this really wonderful book.

According to a report just issued, 6,339 persons took work at the Indiana State Teachers College, in residence, in extension classes, or through correspondence, during the twelve months ending December 30, 1929. The summer school enrollment of 2,300 students was the largest enrollment of any college or university in the state.

Professional Standards

THE Michigan Education Association under the leadership of President M. R. Keyworth, superintendent of Hamtramck, has adopted very remarkable "Professional Standards" prepared by Dr. J. B. Edmonson, dean of School of Education, State University, and Dwight B. Waldo, State Teachers College, Kalamazoo. A copy of the eight-page pamphlet with a discussion of ten vital features in professionalizing teaching can be had free by addressing the Michigan Education Association, Lansing, Michigan.

"CHARACTER Education on a Practical Basis," by Mrs. Agnes Boyson, is described in detail in a thirty-six-page booklet issued by F. E. Compton and Company, 1000 North Dearborn street, Chicago, and you may have enough for all the teachers in your school or city free by asking the F. E. Compton Company.

Trenton's Appreciation

IT IS A JOY to have administrative achievement rewarded as in the case of Superintendent William J. Bickett, Trenton, New Jersey, who has been elected to succeed himself at a salary of $15,000, a $5,000 increase over his present salary. Mr. Bickett was hailed in a series of laudatory addresses by members of his Board of Education as one of the oustanding educators and school administrators in the nation. It was pointed out that results obtained by the Board toward working out a progressive system for the development of the city's Department of Education have been due in large measure to the services of Superintendent Bickett. "He has evolved in Trenton a school system which is second to none in the United States, and this city should be congratulated in having such a brilliant man to head its schools," was entered in the records of the School Board.

Everything is doomed that is not up-to-date. Everybody is doomed who is not up-to-date. It is safer to be old and up-to-date than to be young and not up-to-date.

Use Volcanoes and Earthquakes

HARLOW SHAPLEY of the Harvard Observatory suggests that it may be possible to use the power of volcanoes, earthquakes, and their preliminary activities for the benefit of man, transferring them from calamities to blessings.

He makes it clear that man has never made any attempt to know anything about the earth and its possibilities for human benefit. He lists the things man has never tried to know in such a way as to make us think that science has been merely a plaything, learning what we could not easily help knowing.

Edward Franklin Buchner

THE Johns Hopkins University, President Ames presiding, held impressive memorial services in memory of Edward Franklin Buchner with appreciative addresses by Dr. Florence E. Bamberger, Dr. David E. Weglein, Dr. Albert S. Cook, and W. Booth Price.

We have known no educational leader who kept the spirit of modern education inherited from 1870 to 1890 more reverently, who identified himself with the professional educational movement of a quarter of a century more intelligently, or served the present administrative age more humanly than did Edward Franklin Buchner.

"The Crumbling Color Line" is the subject of a wholesome community address by Pete W. Ross, of San Diego, California.

A Forestry Achievement

IN THIS Achievement Education era Los Angeles is a leader, as she usually is. One of the last official acts of Dr. Susan M. Dorsey, as superintendent of schools, was the laying of the corner stone of the dormitory of "The Forestry Bureau of the Vocational and Elementary Agricultural Divisions of the Los Angeles City Schools."

The United States government assigned special permit for forestry service on the 250-acre tract in the Clear Creek branch of the Big Tujunga for reforestation in 1925.

There were at the end of the third season, 1928, in pots one-year-old Coulter Pine trees, and 3,900 of these one-year-old pines in seed beds.

There were also Knoboco and Pinyon Pines one-year-old in pots.

There were 18,370 nurslings in seed beds. These were Knoboco, Coulter, Digger, and Pinyon Pines, Inconse Cedar, Big-cone Spruce, Redwood, California Bay Tree, Valley Oak, Live Oak, Black Oak, and Blue Oak.

About 1,500 pounds of seed were gathered by the school boys, and from the seeds thus gathered the 24,945 nurslings and one-year trees were propagated by the various schools.

This propagation of native trees and shrubs on school grounds was done by fifteen high schools, nine junior high schools, seventy-five elementary schools and six agricultural school centres.

Approximately ten thousand plants were raised by these schools in addition to the twenty-five thousand raised at the Forestry Bureau in the Clear Creek area.

Belding's Page

TOO MUCH

TOO much pedagogy has been pettygogy.

Too much education has been driving instead of leading.

Too much undergraduate training has failed to get under the undergraduate's skin.

Too much literature has been administered in painful doses, causing students to run away from good reading instead of toward it.

Too much mathematics has been so pure it could n't associate with real people and their everyday problems.

Too much science has been unscientific.

Too much language has been taught as if it were dead, even when it was modern and alive.

Too much physical training has been aimed at developing those already developed beyond the average.

Too many examinations have been directed at finding out what the pupil doesn't know instead of what he does.

Too many standards have been arbitrarily fixed.

Too much instruction has been superficial and shallow rather than thorough and deep.

These statements are not news. Every true educator knows the truth of them and is striving to make a better educational world.

Success is not so far away as it once was.

THIS PROSPERITY

THIS country is in the midst of a commercial and industrial growth which the rest of the world views with mingled feelings of awe, admiration, envy, distaste.

We are growing in wealth as a people—growing in incomes with which to buy luxuries and comforts—growing in the capacity to produce faster than we consume.

Are we paying too high a price for all this prosperity?

Have we raised our standards of living to a point where the strain of meeting those standards is causing our young men to grow old prematurely and our middle-aged men to drop off with heart disease and nervous disorders?

Another price we pay for prosperity is the transformation of some of our cities into industrial camps which are hideous to behold. One such city, once regarded as the fairest in the country, has become so ugly that a certain architect actually wept when he saw it.

Shall the educational system be so carried away with all this pursuit of prosperity as not to leave any room in classes or in the curriculum for cultivation of a sense of beauty? Or shall it be argued that a sense of beauty is an inconvenient appurtenance in these days, tending to make its possessor uncomfortable?

If one of the deepest purposes of education is, as I believe, to advance the human race toward a finer realization of its best ideals, cultivation of the aesthetic must have a place in all our programs of instruction and receive sympathetic consideration from all teachers.

Prosperity is giving more and more leisure to a multitude of people, and compelling a good many others to toil inordinately hard for long hours to keep up with the procession.

COLLEGE GIRLS

AFTER ten years' observation of college girls who engage in work to earn money during term time, Miss Margaret E. Smith, of Skidmore College, is convinced that it is bad business. Miss Smith is in charge of the vocational bureau at the Saratoga, N.Y., institution. In her opinion there is no value to be gained from letting a girl undergo the strain of employment combined with study. Whatever may be the case with boys, she believes the case with girls is clear and conclusive. Something has to give way under the double load of earning and learning. Either inferior work in class or nervous strain and lowered vitality have resulted in most instances, Miss Smith observes.

What, then, is the ambitious girl with limited means going to do about getting a college education? She can work in the summer vacation, of course. But the amount she can earn in that period of a few weeks is less than her wealthier associates in college pay for party dresses.

The question of making it possible for girls having brains without money to secure a college education is one which demands more serious attention than it has been receiving.

College endowments are being spent in supplying tuition for girls having money to burn. Undergraduate spending has been geared up so that the girl who has only enough money to pay the ordinary fixed charges and a little more, cannot be comfortable in the country club atmosphere which surrounds her.

The present development in collegiate spending is part of the general trend of rising wealth in America.

Parents with ample incomes grant liberal allowances to their daughters in colleges, and other parents, with slender purses, are unable to match the pace. It is just like the world outside college gates, but the world outside is not supervised by college faculties.

Anson W. Belding

Associate Editor.

What Is Wanted In a Teacher?

By F. D. BOYNTON
Superintendent, Ithaca, N. Y.

A PERSONALITY which is contagious—a person whose life and habits are such that any child may safely copy;

2 A human being interested in other humans, an interest that dominates all her activities—Because she is engaged and trained to teach and to represent "success," not failure—the number of pupils who *succeed* as a result of her teaching determines her worth and should determine her salary;

3. To *know* why a pupil in her class fails or "drops out." An intelligent, human interest compels a teacher to ascertain the cause and, if possible, remove it. But, whatever the cause, it is the definite responsibility of the teacher to know why her pupils fail;

4. To *realize*, in a measure, the expense of failure. To illustrate: If twenty-five out of each one hundred pupils fail, the community is realizing but 75 per cent. on the dollar invested, pupils are forming the habit of failure, classes the next year are either larger or more teachers have to be hired, and to realize how failure of her pupils definitely affects her and how she may be the cause of lower salaries and increased school costs;

5. Evolution is the orderly change of events for the better, revolution is war. Individuals, communities, and school authorities will stand for a given amount of evolution. Therefore, a teacher should accept things as she finds them, remain loyal to those employing her, and in an orderly and co-operative manner undertake gradually to improve the organization;

6. Everyone admires beauty. It makes little difference whether it be a landscape or an individual. A teacher, therefore, should stand before a mirror before leaving for school and make the most out of what nature has given her to work with. As in a landscape, nature may be assisted by the individual's wise use of art. What you finally see in your glass should be as searchingly criticised as you know it will be by the first and every woman you meet. Furthermore, your dress, your clean hands and teeth and shoes, the manner of your wearing your hair, in short, your whole ensemble teaches. Your pupils are observing and copying you, liking or disliking you, observing your walk, your conduct in public places, in short, you, like every other individual—and more—teach everywhere and all the time. "Costly thy habits, as thy purse can buy, But not expressed in fancy; rich not gaudy; For the apparel oft proclaims the man." Good advice: "As thy purse can buy," for a teacher, if anyone, should live within her income, which in New York State is equal to or in excess of the majority of those who are taxed to support the schools;

7. *Be a good housekeeper*—board work neatly done, waste kept off the floor, furniture kept from being damaged by cutting, etc., desk in good order, seating chart, plan book, register, and reports written up to date and where the superintendent or principal may use these when either come to visit you. It is well to lay out the work of the term or year into months and weeks and to hold to these divisions as nearly as possible. It is an excellent plan *to give some such outline to each pupil.* This may be dictated. Both will do better if they sense the full task and the time in which it is to be accomplished;

8. *"Know your stuff."* No matter how well you know your subject, review the lesson daily. As Dr. Thomas Arnold said: "I prefer that my boys drink from a running stream rather than from a stagnant pool." *No matter what subject you are teaching, you are teaching pupils, the subject but a tool for the information and development of one individual.* Daily preparation is the one safe way out. Remember that your diploma is NOT A MATTRESS, but an evidence of greater or less value to the effect that it is worthwhile to risk a chance on you. "Commencement" for a teacher means just that. *After graduation you begin to study.* What you have done before as represented by your diploma advises those who may become interested that you have qualities which, if given an opportunity, assure an intelligent advance;

9. *As an American Citizen*: Becoming a teacher does not release you from your duties and responsibilities and opportunities as an American citizen. While you are in a community be a part of it. Use your training and broadened outlook to make that community a little better because you have lived in it. Take part in the civic, social, and religious life of the community employing you just as other good citizens take part. Remember that a boat without effort can float down stream, but to go up against the current one has to have two good oars and a pair of strong hands. In other words, follow the crowd and be lost in it and soon forgotten, or have the courage to go against the current and lead to higher things. Progress is made in no other way;

10. *Avoid buck passing.* If your pupils have been poorly taught, it may be well to refer to this fact in *September,* but don't make the mistake of using this argument for their not doing good

work in *October*, for your pupils have had the best possible instruction for a month or more—they have had "U" and, therefore, are entitled to have a definite body of well organized worthwhile knowledge which they can use in the acquirement of more knowledge. *This is a test of your success*, that your pupils have such knowledge;

11. *Think your problem clear through alone*, then find out how others have solved the same problem before you act. Then you will not be a "copycat" and you will be handing out something besides "canned" information, and will, in time, develop a philosophy of education quite your own;

12. *Subsidiaries*. As you have opportunity, serve on textbook and library book committees, on committees revising the course of study, the rules and regulations, programs, records, decorations, and extra-curricular activities;

13. What does a superintendent get? My observations lead me to the conclusion that he gets all he deserves. With a very few exceptions, teachers are an honest, hardworking, loyal group with high ideals. But a superintendent like other leaders should remember that water never runs higher than its source, and that he, too, is a teacher, and all that is here said of teacher expectation from his point of view is expected of him by every thoughtful member of his staff. There is no finer, higher-minded, more exemplary group of people to be found than the teacher group. Leadership is the mainspring of idealism realized.

14. But "What May a Teacher Expect of Her Superintendent?" In closing I wish to state some of the major things she has a right to expect.

First, being loyal to the administration she has a right to expect the administration to be loyal to her and to protect her absolutely in the discharge of her professional duties;

Second, whenever the superintendent, principal, or supervisor comes to her room she has a right to believe that a FRIEND has come who has but one desire, namely, to assure her success and to help her over the hard spots. If one of these "supers" can't help, I'm suggesting that they play ball in a vacant lot and leave the teacher alone. For any one of these should be able to take a teacher's class and teach under her conditions with her pupils, illustrating what we mean by what we say;

Third, that on the first day of school she finds on her desk a list of the pupils for that room, a course of study, a plan book, a register, a room chart, chalk, erasers, program, waste basket, pointers, extra chair or two, blank paper, sharpened pencils, rubber bands, pen and ink, *and textbooks* equal to her needs. If a superintendent does not cause these details to be carefully checked in before the first day of school, he has one more duty to do before he is chalked "maximum efficient";

Fourth, a teacher has a right to expect that the physical conditions and equipment under which she works are adequate and in good repair, that the room is clean and sanitary as are cloakrooms, closets and drinking fountains; and

Fifth, she has a right to take any question which may be bothering her to her superintendent, if she so desires, and receive courteous and kindly consideration. These are not all a new teacher may expect of those in authority over her, but they will serve to suggest others reserved for some future consideration.

Faith

By RUSTIC BARD

The world would be a dreary place
If faith in fellowmen decrease,
The star of hope no longer shine,
The business of the world would cease,
No hope be left, no wheels would turn,
All progress man himself would spurn.

Faith keeps our souls each day in touch
With God who reigns in heaven above,
It keeps our future hopes alive
And fills our hearts with heavenly love,
The faith that comes, a star supreme
That leads us by its glowing gleam.

No greater attribute than faith
Was e'er by God bequeathed to man,
That faith to trust our Father God
And do each day the best we can.
We must not lose the hope of truth,
Faith that buoys up the age of youth.

A faith to trust my fellowmen
And they a faith to trust in me,
A faith to do each day my best
Whate'er my lot in life may be.
God keep alive that glowing flame
Until life leaves this mortal frame.

A Yardstick for Women's Colleges

By CHARLES A. S. DWIGHT, Ph.D.
Keuka College, Keuka, N. Y.

COLLEGES for Women, it is said, are on the defensive. So is everything in this world. Men's colleges are on the defensive—though some of them do not know it. To admit that this criticism of our colleges exists is only to affirm that, being good, they might be better. Their best defence is offence, consisting of, not just negative denials of incompleteness, but positive enactments, and exhibitions of aggressive efficiency. Colleges for Women exist. In the State of New York alone there are twenty of them. They evince no signs of giving up. What then may be expected from them?

Our preliminary answer to this question will take the form of (negative) statements in the shape of a series of disclaimers. In the first place the Woman's College does not claim to be perfect. Nothing in this world is perfect, unless it be the policy of the political party now out of power, or the typical editorial in the columns of that heavily subsidized periodical, the Daily Metropolitan Sunburst. Secondly, the Woman's College is not for all women. Some girls will have inclinations to coeducational institutions, or for family or local reasons, will prefer to attend a mixed university—sometimes mixed in more senses than one. The College for Women does not claim to do all this work for women—it only claims to do a part of it very well. It has an office, and must magnify it. Thirdly, a college of this kind is not simply a Normal School or a Teachers College glorified. Institutions of this latter sort do a most excellent service, in a rather restricted sphere. The Colleges for Women have departments of education, which, while technical (and also practical), are in contact with the general cultural courses of the institution. Here the "lesson plan" and the life plan are not divorced—nor would we at all imply that they are separated in the Teachers College. Further, the Woman's College, in a state organized as is New York, is not absolutely independent, nor does it wish to be. Even if it have an "absolute charter" its educational and psychological courses directly, and most of its other courses indirectly, are overseen (which does not mean overlooked) by the regents, or their appointed agents. This condition, which might at first seem a disadvantage, puts the ultimate responsibility for the curriculum on the state authorities, and protects the public from too radical innovations, or doubtful experiments in wild-cat education.

What now, in positive terms, may fairly be expected from the Woman's College?

1. An adequate provision for the physical development of our girls. It may seem rather strange to place this interest first in the list of aims, but the physical is primary, though by no means final. The student, without being animalistic, should—as Aristotle advised—be first of all a good animal. The conduct of physical education (which should antedate college years) is not an easy task, and is not now under discussion, although it may be frankly admitted that a weakness in many Colleges for Women lies in the admission of girls who are too young. It is not a sufficient reply to this to say: "Well, they do the work," for in a number of instances the work is not made hard enough (that is, equal in rigor to men's work) or the effort to "keep up with the Joneses" is accomplished only at the price of an excessive strain on the nervous systems of the immature fledglings. These are physiologically half-grown, and let it never be forgotten that every year added (chronologically) to an adolescent makes a difference in dynamic capacity to endure an academic drive.

2. A high grade of scholarship. The Woman's College is not an expanded finishing school for blooming and blushing Young Ladies. There was a time when they "finished" young women—and we believe that they will do so at some places in New York City. It ought not to be the case however (and we do not believe that it generally is) that the daughters of the rich can skip knowledge and hard mental work, and enter society with many gowns from Paris, and few ideas from anywhere. There are on the other hand plenty of girls who want to work with their wits, and furnish their minds with facts, and the college must help them to do it. The constant effort of the administrators will be to keep the standard of instruction up to that of the best of the men's colleges—so that a professor, when asked where he is at work, will not feel any embarrassment in confessing, "I— I— teach in a Woman's College."

3. A frank eschewing of the pretence of carry-on profound research work. Few institutions for men, of the "college" rating, do this. The great discoveries and the inventive applications of the new scientific knowledge are being made in the great universities, the technical schools, and the heavily endowed research laboratories. With these it is hopeless for the small college to compete. Its work is rather to promote the spirit of science, and the literary and classical pursuits, which will tend to get the student into the attitude and swing of research. All along the line, the small college

curriculum is propaedeutic, and "pre" a variety of things. It does not aim itself to solve all questions, but tries to show the students where the questions are; its own work is in a glorified sense preparatory, and something is left for still higher institutions, in post-graduate courses, to do.

4. The cultivation of habits of thought. There are people who have not the brains to think—such have no right to come to college, for a collegiate education is a privilege, and a "claim" on which a candidate must "prove up." Nothing goes without a reason in this world, and least of all an academic course of four years. Books are coming out all the while on the theme, How to Think. "Thinking" as a psychological process and a logical control is too intricate to discuss here, but few will deny the importance of developing industrious students into constructive thinkers —though not into dilettante tinkerers, or worse, destructive *un*thinkers. To place problem-solving in contradiction to "book-learning" is a false antithesis, for each of these activities must support the other, yet certainly, while all manner of knowledge as facts must be obtained the problematic handling of it, in the interest of life, can never be neglected.

5. The exemplification of a peculiar type of education. By "peculiar" is not meant odd, but a distinguishing and distinguished difference. The Woman's College is not just a man's college over again. The earlier colleges for women indeed began with aping men's institutions. There was no other way; and then there were few women fitted to teach. The whole thing was experimental. A preliminary question had been asked: "*Can* women take on 'higher education'?" The favorable answer to this query has already come in large part, but it will require a number of generations for the results of this higher training of women to be adequately appraised by vision (then) of a perfected type not now, perhaps, to be guessed. The contention, furthermore, that women are intellectually the equals of men does not necessarily carry with it the corollary that their brains function in exactly the same way. (This is a line in comparative psychology that has not sufficiently been worked out, and any young aspirant for a higher degree is welcome to this suggestion, as the theme for a thesis.) The popular idea is that women are more intuitive, men more logical; women more emotional, and men more energetic; women more poetic, and men more practical. Is that so? Perhaps it is—so—so.

6. The diffusion of a cultural influence in the community. If modern women be not cultivated, if they prefer the roughage and the rugosity of tom-boyish rowdying to the polish and finish of gentle manners they fall far below the ideals entertained for them by the best men. The mannish woman is as repulsive as the effeminate man. The college for women is not a headquarters for sports, freaks, flappers, and feminine fools. It is none of its business to provide smoking-rooms for young creatures who wish to turn their throats into chimneys, or to encourage horse-play and excessive initiation ordeals which will excite the ungodly and unwashed to raucous laughter. Most of our girls are ladies, but some are not. Women of the latter type cannot expect college endowments to be wasted on them. The college is not meant to be a circus or a bear-garden. It exists to make the girl more royally womanly, and to invest her with the cultural charm that will attract, and not put to flight, modern Adams.

7. A sane and sensible orientation with general society. Here the perpetual sex question obtrudes. Sometimes we feel tempted to say (speaking after the manner of an Irishman) that the world would be an excellent place in which to live if there were no men and women in it. The Woman's College, true, does seem to get on fairly well without male elements—except on the faculty. It is in a measure detached; it is insular, yet not isolated. It is not a nunnery, nor an asylum for indigent wits. On the other hand it is not worthwhile to maintain it if it be nothing but a dance-hall, an eating club, or a garage. The men may be expected to call at times, and they will be waiting at home in vacations, but for a college girl of the right spirit the question will not constantly be, When will I see him next? The Woman's College may claim to be at least a temporary zone of social safety, but, as regards the problem above mentioned, its aim should be to develop in its students such a wholesome attitude of mind, and purity of feeling, as will make it possible for them not to lose their heads (or morals) when next they meet at home the Johns and Wills from other colleges.

8. The development of a sympathetic social spirit. The defect of the popular social philosophy of the day is that it does not adequately define and evaluate the individual who is to be socialized, in other words, it fails to recognize the fact that man is a spirit, and not just a rhetorical phrase—possessed of a personality that can establish valuable contacts with other spirits. This mistake the best colleges for women will not make. In them are commonly found, because of their somewhat restricted size, abundant opportunities for instructors to study their students—to vocationalize them along the lines in which they are most fitted to excel, and are most needed by society. Incidentally many of the women graduates will become teachers, and some of them missionaries, thus extending the influence of the institution through the coming generations, or to the ends of the earth. Some, too, will find means of serving society in other ways, by no means the least of which may be motherhood.

9. A distinctively religious aim and spirit. Most of the privately endowed educational institutions of America have been founded, or are still maintained, by Christian people. The Christian tradition is worth a great deal. Certainly persons who hold this faith cannot be expected to give money to support young pagans in idle vagabondage, or rampant speculation. From the time of Origen and Augustine the church has been the mother of schools, nor is it now likely to disown its children. If the women of the land be not religious the outlook for morals is indeed poor. The Woman's College in its best estate (and not, as is the case of some of these institutions, departed from its original intent) is a conservator of religious values. It may be denominational, since it must have a social group for a constituency, but it is not sectarian. Like the city of heaven, it lieth foursquare. It has an altar, whereof they do not partake who worship the golden calf, the prinking peacock, or the big, black beast of Revelation.

10. Finally, a Woman's College is not a women's institution. This seems to undo a large part of what we have been saying. Let us at once clear up this point. Though we have used the popular designation in referring to this sort of institution we do not wish unduly to emphasize the *woman's* part. Women need, it is true, their appropriate type of training and nurture, but they need it *most,* not because they are women but because they are *human beings.* We grow very weary of these speakers who exaggerate the feminine quality of this sort of education. Women are to be trained, not because of their sex, but because of their participation in one thing—mankind. It is a sad mistake, and bad form, to be constantly exalting women as women students, while we frankly acknowledge differences that may affect their type of training, or academic surroundings. There is no feminine calculus or masculine history. The common term and educable value is mankind. Wherever we teach we are *educating human beings.*

If a half of the above statements be true the colleges for women, so long as they approximately fulfill these ideals, may expect public support. Most men love their daughters, and their mothers have a sneaking hope that they will marry well—of course, only *after* they leave college. Hence papa's hand is more likely to find its way to his pocket when Sophie is a sophomore, or Alice selects her graduating dress, and grandma, whose granddaughter, "little Annie," hopes to enter next year, may feel an urge to bequeath a generous sum to the College of High Hopes. So the heart supports the cause of mind; so among the many institutions in America begging for remembrance, the Woman's College makes its dignified and urgent plea.

Character Education

By FRANK L. EVERSULL

East St. Louis, Illinois

THE mal-adjustment which exists today between the ideals of the nation on the one hand and the practice of that nation on the other is perfectly apparent. Crowding down through three centuries of time, American Puritanism still exerts a subtle influence. But these unfolding years have brought about changes in human relationships, new attitudes and ideals and different aspects of life which are constantly manifesting themselves. It is this pull between the old and the new, this eternal tug at the consciousness of man which produces the era in which we live.

For many years the problem of the schoolmaster has been to develop high ideals and to produce worthy characters. The history of education is replete with their efforts. Whether it be a Plato or an Aristotle, a Comenius or a Locke, a Herbart or a Pestalozzi, a James or a Dewey, their aims have centred around the modifications of human conduct necessary to produce conformity to high ideals and noble aspirations. There have been those who have placed their faith in a direct method of teaching, and have brought about changes in curriculum to modify human beings by direct moral instruction. On the other hand, there have been those who have wished to play a more subtle game and who have thought out their doctrines and who have enunciated principles of indirect moral instruction. Between these two poles there have been all of the shades of differentiation that can be imagined.

The problem has become so paramount in modern educational thinking that it has colored the work of all of the curriculum builders. In the activity analysis of Bobbitt, we find the activities of life examined and investigated so that there can be a scientific program, so that there can be an accurate determination of accepted modes of behavior, and so that these modes can be taught in the schools. The job analysis technique of Charters attacks the problem, first, from the point of view of the tasks to be performed,

and then considers the traits necessary for the acceptable performance of them. This bifurcation has characterized the work of this type of curriculum building and has given a new meaning to some of the fundamental practices in teaching the common skills and knowledges. Bonser with his project method, Dewey with his pragmatism, Rugg with his notion of the child-centred school, all of these have been earnest voices crying in the wilderness of human mal-adjustment urging schoolmasters to seek the kingdom of righteousness, and to implant that kingdom in the hearts of boys and girls. Thus the curriculum experts have been thrown in the vortex of this whole problem of character training and find it to be one of paramount importance.

We face this problem when we examine the results of the industrial generation in which we live. The fruits of the industrial revolution are now being garnered. The urbanization of population is producing its results. The emancipation of women is upon us. The extension of the amount of leisure time further complicates our problem. These are some of the elements of our present-day life.

Science is entering to make its contribution to the world of literature, art, and invention. This scientific age has produced a spirit of agnosticism and atheism. This influence has been so strong that in the lives of some individuals we find the debris of lawlessness, crime, and the brood of indignities fathered and mothered by the unconcern of our modern civilization.

We find that some theologians have been uprooted. We have the many camps of those who are attempting to expound the ecclesiastical rules and practices of the age. Depending on his point of view the theologian varies from one who believes in a type of rigid interpretation to the liberal, whose outlook finds its consummation in a set of guiding principles derived from literature, art, theology and science. The scientist has pushed the regious of the known farther and farther back until at last he can analyze the sun or weight the earth. His goal is the truth which he hopes shall make men free. The industrial leader is overwhelmed with the industrial age in which he lives. He finds himself carried on the crest of prosperity's wave, or finds that business has outstripped him in the race for efficiency and that stock market flurries or business reorganizations come to upset the theories of a century and the work of a lifetime. It is little wonder that this religious, social, moral and economic unrest should be reflected in the characters, morals, and ideals of our day. It behooves the schoolmasters of Illinois to feel a deep concern about the whole problem of moral balance, to look definitely for a program of character education.

The solution to the present problem is not to be found in setting up a series of platitudes to be read or verses to be memorized. The human organism does not react to these things to produce behavior. The problem is purely one of adaptation and adjustment.

If modern psychology is to make a real contribution to education, it certainly must make its paramount contribution at this focal point of our modern situation. It must be demonstrated beyond the shadow of a doubt whether children learn in the first few years or even months of life those lessons which can never be unlearned and the teacher must resign himself to the fatalism which grows out of this understanding. The questions of heredity and environment must be solved so that the school man may understand his limitations and see his opportunities. Psychology must give us the value of direct instruction as opposed to indirect. It must set up the value of negative suggestion as well as positive suggestion. It must unravel the Gordian knot of transfer of training to the satisfaction of more than are now satisfied with the present theories. If it is determined that adjustment and adaptation can be made during adolescence, the methods and materials are still the unsolved enigmas which should be answered immediately. If adjustment and adaptation can be made, they must be made to a world that is new today, which will die tonight, and which will be reborn in new form and color tomorrow. How can our youth meet this new world? We must answer or else be lost in the oblivion of crime and its attending evils of broken homes, divorces, companionate marriages and the host of other outrages which daily adorn the columns of the metropolitan newspapers.

It must be remembered that adaptation and adjustment cannot become functional in the life of the modern adolescent if we attempt to adjust and adapt him to a world of Shakespeare's day, to a world of Milton's day, or to a world of Victoria's day. Their moralities are outworn, outlived. They belong to the days of literary grandeur, religious ecstacies, or social reconstruction. Their morality is one of cant and dogma. Ours is the morality of industrialism, of the second quarter of the twentieth century, and must so be treated. We cannot produce adjustment and adaptation if we try to reconstruct our own childhood in the minds and hearts of the boys and girls of today. Ours is the childhood of the past. It is gone. It should be forgotten. Our feeble attempts at reconstructing science or history for children are done in terms of modernism. We rebel against all effort to bring in to the schoolroom an outworn theology, history, psychology or sociology. We must oppose just as strongly all attempts to bring in the outworn, the disused and the obsolete in the matter of child training, child rearing, child morality. The Little Lord Fauntleroys are still popular, and theier psychology along with the host of other conceptions of child behavior of another

day are still popular in the fields of discipline and behavior in certain quarters. This may be said to the eternal shame of the modern pedagogue.

What adjustment and adaptation do call for is a program of living with the pupils in their environment, to set up constructive objectives of behavior and make these function. Too many day laborers in the ranks of teachers have made it impossible for the great mass of boyhood and girlhood in our nation to come into contact with a moving, dynamic human character. Watching the clock has become one of the chief indoor habits of teachers as well as pupils, and the multiplication of social duties and obligations imposed by the community has rendered many teachers impotent to carry on the real work of the school. It is not an infrequent thing to find that the faculty is represented by the principal or one or two teachers at student activities which occur after school hours. Shortly before, school teachers, urged on by the prospects of a vacation, have packed their little grips and are soon to be scattered to the four points of the compass. It is little wonder that pupils think of applesauce and bologna and some of the other commoner commodities of life when they hear teachers speak of loyalty, of fair play, of sportsmanship and whatnot, and then see what they do. It is little wonder that the coach becomes the most important and powerful man on many a faculty, that his influence outreaches that of the principal or the superintendent or the whole school board of education. The coach lives with the boys.

The most promising innovation in modern education is undoubtedly the whole program of miscalled extra-curricular activities. Here is the teachers' supreme opportunity to meet every youngster on the level and do those things which produce adjustment and adaptation. Yet it is a noticeable fact where extra-curricular activities are placed upon an elective basis as far as teachers are concerned, that only the new teachers who are anxious to please or those down in the salary schedule or those who are anxious to go up into the next rank participate. As soon as the salary maximum is reached, they spurn the ladder by which they have risen and scorn the great opportunity for the development of human character and the opening of visions and vistas which wait for some mature and trained person to exercise the divine right of leadership.

The whole question of extra-curricular activities is one which centres in character education. The increasing volume of literature on the subject and the increasing number of schools which are introducing these activities are but meagre indications of the high esteem in which they are held and the nature of the work which they are accomplishing. The club program, the auditorium session, the home room, visitations and other forms of extra-curricular activities are but a small part of the possibilities of this important contribution to character education. In our own school the club period has been placed the second period in the morning and a whole hour period throughout the week is given over to these extra-curricular activities. On Monday we have home room; Tuesday and Thursday we have clubs of which there are about fifty-five or sixty in the school; on Wednesday we have class meetings and special exercises; while Friday is given over to a regular auditorium session. It is remarkable what can be done with a heterogeneous high school population to develop the sense of responsibility, to create interest, to indicate opportunities for leadership and to give a chance for following the lines of interests, abilities and capacities. Having the program in the day's activities means that every teacher and every pupil participates. It gives opportunity for the many socializing and integrating activities which are essential to a modern high school. It should prove to be the opportunity par-excellent for every teacher to develop in himself or herself the qualities of leadership and association which every child demands and which every teacher ought to furnish.

We must recognize in the next place if there is a contribution to be made in literature, art, science or the trades, it is the self-same contribution of adjustment and adaptation. This calls for a scientific program of guidance in the high school which is based upon a fundamental understanding of child nature and a vision of direction which will eventuate in worthy character. We have noted with increasing interest that character is sometimes misdirected due to lack of interest or lack of capacity or lack of ability in some phase of school work. Truancy is frequently the result of misunderstandings between teacher and pupil. Failure is frequently caused by the incorrect placement of individual pupils. The mortality rate in high school is a mute testimony of this failure on the part of the school to adapt a dynamic program of superior training to meet the functional needs of all the children of all the people. The homogeneous grouping of pupils is but a small beginning in the direction of character building. Character depends upon heredity, environment, on the home conditions, on the educational history, on the social history, on the moral history of the child. Immorality and unethical behavior may be the result of mal-adjustment in these many fields. When there is a scientific method of identification, a careful program of diagnosis, an extensive offering in remedial work, it has been the history of many individuals that reformations can take place. It has been further demonstrated that where restorations have been accomplished, that it has touched the behavior side as well as the intellectual side of life. Thus char-

acter education may simply indicate the need for tonsillotomy, a change in eating or sleeping habits or instruction in study habits. So guidance makes its contribution to character education and becomes the positive side of the high school's opportunity for the reconstruction of human life.

This means that the modern character education program calls for teachers of boys and girls who are more and more interested in youngsters and who are less and less interested in subject matter. The generation of subject-matter-minded folks has demonstrated the futility of that program as a molder of the destiny of this democracy. A brief glance at the columns of the newspapers demonstrates beyond the shadow of a doubt that this program has failed to be functional in the lives of many who are now criminals and fugitives from justice.

As has been indicated before, a study of modern homes, a study of modern society, and a study of our modern social structure indicate that adjustment and adaptation have not kept pace with the growth of our industrial civilization. Wisdom *per-se* has had its day. The sordid story of modern politics and portions of modern life come back to us as the solemn answer to that contribution. If we are to catch up with the life we have to live and if we are to project ourselves into the life that the children must live, we must recognize that ours is the greatest opportunity that has ever been presented to any pedagogue anywhere. The new psychology has unfolded to us the messages of functionality, of how our children learn, of the influence of glands upon human behavior and a hundred other topics. The scientific method has given us a technique of historical, experimental and statistical research. Expert curriculum building has given us new objectives, aims and ideas. Sociology has given us a cross section of the life we have to live today and economics points out the science of the accumulation of and the use of the wealth of nations. Here are certainly challenging scientific studies which urge upon the schoolmaster of today a deeper sense of responsibility, a more profound knowledge and a wider use of his educational offerings. These contributions call for the teacher to get next to the child, to provide that dynamic leadership which will make right unavoidable and wrong impossible. It calls for a program of extra-curricular activities that will provide an outlet for the child's interest, abilities and capacities, that will develop leadership, and that will find its greatest opportunity in character development. It should provide a program of guidance that would be more pupil-minded and less college and credit and sequence-minded to the end that the school would be a place where pupils wanted to come rather than the cold walls of an institution haunted by the fear of law and filled by those who were within the limits of that law.

These are some of the elements which must be considered if we as school men and women are to be alert to the responsibilities of our jobs. It is not enough to certify to grades in subjects. It is not enough to expose the child to four years of secondary school subject matter. The larger responsibility lies in the warmth of human contacts, the creation of purposeful lives, the direction of human destinies, the maintenance of the world's greatest democracy. At the foundation of these lie human characters. The superstructures can only be as fine, as noble, as far-seeing as the materials which compose the base. These materials are the essences of the characters of our boys and girls.

A Magical Gift

By HOWARD MARKLE HOKE

What is your manner and what do you say
When you go to your folks at the end of the day?
Do you act like a beast who is bearing a load,
Distressed by a yoke and inflamed by a goad?
Do you grumble that this thing and that has gone wrong;
That obstacles fretted you all the day long?
Do you sit with your people and whimper and whine
Till they heartily wish you'd gone elsewhere to dine?

Or, do you, when closing your desk cover down,
Lock up—if you have one—your workaday frown?
When shutting your books, do you pen in their leaves
Each loss that oppresses, each failure that grieves?
And, going toward home, do you drop on your way
Each fear that has crippled your soul through the day?
If you leave them behind, you can't take them to those
Who've a welcome for you but just none for your woes.

For, honest, old man, if a gift you would choose—
A gift that you'd want all your dear ones to use—
You'd never take one that unfailingly would
Do them infinite harm and not infinite good.
For frowns are rank poison, complaints are a blight,
They deaden the heart and make blacker the night.
While a smile—well, a smile is the magic, you know,
That says to your troubles "Be gone"—and they go.

—Exchange.

They Say

HERBERT HOOVER, President, United States:—

"If the citizen, who is himself dependent upon some laws for the protection of all that he has and all that he holds dear, shall insist on selecting the particular laws which he will obey, he undermines his own safety and that of his country. His attitude may obscure, but it cannot conceal, the ugly truth that the lawbreaker, whoever he may be, is the enemy of society."

DR. JAMES L. McCONAUGHY, president, Wesleyan University, Middletown, Connecticut:—

"The broadening of our schools, government and churches has been so extensive that not much unity or meaning to our institutions has been left. Responsibility and the feeling of superiority of character cannot be accomplished under democracy."

AMOS ALONZO STAGG, who has been teaching football to the students of the University of Chicago for a third of a century, says:—

"Football in the Middle West, Far West, and East has reached the peak of popularity. In the South it is growing rapidly, and will soon reach the peak. . . . As a form of entertainment football is all right, but it has slight value to the growing youth. You don't build character on money awards. The ambition, imagination, and the desire to be distinguished, which make character, do not make character if the money notion is injected."

ERNEST W. BUTTERFIELD, State Commissioner of Education, New Hampshire:—

"The quickest and most effective way to improve schools is to secure better teaching and better teachers. School failures are expensive and one untrained teacher in every five failed, while not one normal school graduate in twenty-five fails."

FRANK N. FREEMAN, Chicago University:—

"It is better to err in too much faith in education than too little faith in education."

EDITH B. JOYNES, president, Department of Classroom Teachers, N. E. A.:—

"The time has long since gone when training in the three R's is sufficient to make our citizen of today able to meet the living conditions. We have radio sermons for church worship, Sunday auto trips for the Sunday School classes, movies for home entertainment, mother's and father's joint contribution to the budget as compared with father's supporting the family, no longer the large home where the family can entertain, but a hole-in-the wall apartment which drives the future citizens away from home for amusement. These are a few of the changes that we find in society today. In the school we must keep pace with the changing civilization."

E. E. JEWETT, Minneapolis:—

"I have the conviction that, as a rule, when a boy needs what is commonly known and described as a talking to, it is his father's fault. Whenever a boy commits a sin of commission it is usually because his father has first committed a sin of omission. As a rule, instead of taking the boy to the woodshed, the father should be taken there."

ROBERT M. HUTCHINS, president of the University of Chicago:—

"Football is not the most important aspect of education. Victories are still less important. The thing that counts is to have undergraduates and graduates of whom the university will be proud and who will be proud of the university."

WILLIAM JOHN COOPER, Federal Office of Education:—

"The function of secondary schools twenty years ago largely concerned itself with developing creative leaders. The function now is to provide training for all other individuals. The 90 per cent. who cannot be leaders are helped to attain to the fullest what their capacities and opportunities will permit."

JOHN COTTON DANA, librarian, Newark, N. J.:—

"Newspapers are the print most read; are, therefore, the most important of all agencies which teach through print, and by them, therefore, more people are led into the habit of learning by reading than are led thereto by any other factor. Thousands must every month be graduating from the school of newspapers, to the schools of journals and to the schools of books. There is today not a trade of any kind, from driving a car to that most difficult and delicate of work, the making of a machine tool; or a profession in any field; or the pursuit of any form of expertness in any science, which is not so touched by newspapers as to make them seem attractive to a few at least of the millions who every day read those newspapers. Thus they do much to arouse the wish to learn, and especially in the many young people who, not quite content with tasks which bring them only a living and give no special delight, are moved to try to better themselves by adding to their knowledges."

Home and School Teamwork

By ARTHUR DEAN

Co-operation is an over-worked term. It's mostly talk and no action. Now here's a real suggestion to establish this desirable condition between home and school.

Let the school send to the home each month two report cards. One is to be the usual form of reporting the child's school record. The other a series of questions to be answered monthly by the parents about the child. This second card to contain such questions as these:—

1. From your observation, which subject does your child find most difficult? State briefly what seems to be the cause of this difficulty. While it is our business to remedy it you get a different angle than is possible for the school to get.

2. What subject does he find easiest? Is it easy because he likes it or because his "mind runs that way," or because you think he is having better instruction on that subject?

3. In general how much time does he spend at home on his school work? Has he a room in which to study alone? Do you know whether he studies or reads some book, looks out the window or dreams?

4. What does he or she do outside of school in the way of (a) music lessons, (b) Boy Scouts or Girl Scouts, (c) Y. M. C. A. or Y. W. C. A., some church organization, (d) dancing lessons, (e) athletics?

5. Please give a list of books, other than school books, which he has read within the last month.

6. Have you noticed (a) an improvement in his habits of study since the last report card, (b) any falling down in his attitude toward the school?

7. The school welcomes any suggestions or criticisms. Please be very frank with us. This school belongs to the taxpayers. The pupils belong to the parents. We are paid agents to serve the interests of your children.

Some such card would make clear to parents that the job of educating a child cannot be done entirely by the school system. The school may teach physiology, but it's the mother who gives a nourishing breakfast or else hands out coffee and doughnuts. The teacher may attempt to teach evils of dishonesty, but at home the child may hear an oldster say: "I'll use this counterfeit coin later in the telephone box." The school may try to teach citizenship, but what can one expect when a father says: "That was a rotten lot I got last month — and the party said it was right off the ship."

When a child picks up ideas at home which are at variance with the ideals taught by the school, he is not only receiving less education than he might, but he is very liable to be so confused between theory and practice that he either discounts what he learns in school and says "It's the bunk," or else looks with disfavor — to put it mildly — upon his home conditions and becomes critical of his parents and his home.

But school folks, don't forget that sometimes children see better manners, morals and ideals in their own homes than they do in the classrooms, and in such cases the teacher should in all fairness be marked by the pupils on her conduct.

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Self-Analysis for Supervisors

By W. C. McGINNIS
Perth Amboy, N. J.

THIS is not a rating scale. It is simply a means by which supervisors may analyze some of the important phases of supervision. There is no claim that it is all comprehensive.

1. Do I have a clear understanding of the difference between the work of a supervisor and that of an administrator?
2. Do I possess a knowledge of the technique of textbook selection?
3. Do I understand how to apply adequate measures in determining the quality of courses of study?
4. Am I an active and sympathetic member of teachers' organizations?
5. Have I a philosophy of education which I can state briefly and clearly?
6. Can I "rate" teachers on other than a subjective basis?
7. Do I know what the "laws of learning" are?
8. Can I evaluate classroom procedure on the basis of the extent to which the laws of learning are operating?
9. Do I always remember and keep promises to teachers and pupils?
10. Do I refer teachers to current educational writings?
11. Do I make an occasional analysis of my professional activities?
12. Am I a better supervisor than I was last year?
13. Do I have definite programs of supervision?
14. Do teachers understand my supervisory programs?
15. Are my objectives clear to myself and to the teachers?
16. Do I keep in mind the fact that the purpose of supervision is the improvement of the learning process and thus the improvement of the quality and the quantity of educational outcomes?
17. Do teachers and pupils appear to be glad to have me visit them?
18. Do teachers voluntarily bring their problems to me?
19. Am I careful to commend good work, remembering that there is no spur to greater achievement quite like honest praise?
20. Am I careful not to commend specifically unless commendation is deserved?

Massachusetts had the first Child Labor law in the New World. In 1836 no one under fifteen years of age could work in a factory unless he had been in school for three months within a year.

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Improvement

By ALFRED OSMOND

Brigham Young University, Provo, Utah

If harps of life vibrate discordant tones,
They need not be the signals of retreat.
Our yesterdays should be the stepping stones
On which we firmly place our climbing feet.

If in the darkness you have fallen down
And faithless friends have left you far behind,
Remember that the martyrs wear the crown
And make your faith the master of your mind.

The world becomes the greatest school of learning
For those who meet its problems face to face,
And lamps of love are always brightly burning
Within the hearts that help the human race.

Improvement comes to neither men nor nations,
Unless they turn their faces to the light,
And those who reach the highest ranks and stations
Are always in the thickest of the flight.

The lanes of life are sometimes dark and dreary
When sun and moon and stars no longer shine.
When feet are sore and limbs are weak and weary,
Remember that your mission is divine.

The school of life is taught by friendly forces,
And if you will prepare your lessons well,
In many of its great outstanding courses
The Lord himself has said you will excel.

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

320. What is the matter with these curriculums? (New York.)

Whose curriculum? What curriculum? Where? So many people speak of "the curriculum" as if it were a common thing which every one had. And, after all, I suppose there is an American curriculum or the rudiments of it. For if you visit the schools up and down this country and then go from coast to coast you marvel at how many things in common our schools have. The number of subjects taught, the grading of subjects and pupils, the length of sessions, the kind of schoolhouses, and so on. Yes, there is great similarity in the rudiments of school system, even in the so-called curriculum—that mysterious thing to which we refer so grandly when the layman gets us in a corner.

It is the arrangement of that course of study or program, the extent and adjustment of it in which we differ. On this difference hangs the answer to your question, "What is the matter with these curriculums?" In some places there is very little wrong with them as to content and adjustment. In others much is wrong. Some of the chief troubles are an absence of clear, fitting objectives, a failure to grade progress to age levels in capacity and interest, and the weighing of content on the criterion of use according to individual talent and needs and community possibilities. Yes, that is an immense story in a few words. But if you will check your curriculum in question you will find your most serious troubles under one of those three headings. And that is about their order of natural importance, so it might be a good order in which to attack a repair job. Much of our curriculum making still errs in being done too much by scientists, or too much by classroom teachers. We still need to get together and work on a better balance. Our hope in curriculum production still lies in more learning and more practice.

321. When a high school teacher finds a pupil failing in seventh-grade arithmetic and trying to take a commercial course what should she do? (Delaware.)

Report him to the principal and wash her hands of the matter by so doing! It is not her business to teach seventh-grade arithmetic. He is supposed to come prepared, and if he doesn't—well, that is his fault or his hard luck. Incidentally she can relieve her feelings by telling how the whole lot are prepared for high school anyway and use this particular case as an illustration. No, of course, that is all wrong.

Our business is to meet the needs of the pupils wherever we find them, and that is just as true a principle in the tenth grade as in the third. If our boy has slipped up and lost out on his arithmetic somewhere down in the grades it is our business to find out just what he needs, tell him where he can find it, give him the necessary books, and help him to get what he needs to go on. If you have a helping teacher you are fortunate. If not, the regular teacher takes it on as one of her extras.

The high school teacher should always be able to get any books and material from lower grades. This is where co-operation from the superintendent and supervisor comes in. Unless the pupil is totally unfit to do high school work the holes in his preparation should be met by the teacher as the need arises. Take the pupils as you find them and go on from there is the only way.

322. How can I convert my teachers to yard duty at recess time? (Oregon.)

You can make a rule requiring it, and then watch them to see they do it. In most cases they will do it. They will be "sick" once in a while, of course, and you won't be "so awful popular" as you hope to be. There are places I am told where the matter is handled just that way.

Organized recess brings the teachers into the yard in the most natural way. The instructor in physical education sets up a program of outdoor games suited to the place, school yard, and pupils. These are taught under the eye of and by the help of the classroom teacher, and pupil leaders trained. Much of the work can be done in the classroom. Some has to be done in the yard. When the children have some games and equipment in hand, the most natural thing is organized recess with pupil leaders and teacher supervision. If the teacher has trained the pupils she takes some pride in seeing things produced from her work. Competition between schools can be fostered by the instructors in physical education, and this furthers organized yard activities and teacher supervision. Approbation from the supervisor and superintendent, of course, helps. The teachers need it as much as the children.

If teachers are encouraged to work on recess plans the same as they serve on other curriculum committees they get a real interest from a creative viewpoint that ties over to the supervision. The plans have to be put into action carefully, or all their work is wasted. No teacher wants that, so that helps. Teachers in the yard are absolutely necessary. They know it. The problem is to get them into the attitude where they will enjoy it rather than regard it as a drudgery.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Sunshine Basket—I

A biographer once went on a journey with a basket on his arm. He was collecting for the Great Master the valuables that Jonathan James had left behind him when he died.

As was perfectly natural he went first to the man's home. "I have come," he said, "to gather into this basket for Jonathan James the most valuable thing he gave to you while he lived." "He gave us peace," said the family of Jonathan James. "He brought peace in with him when he entered and he left it after him when he went out."

"Place Peace," said the seeker, "in the bottom of my basket."

The biographer then went to the school of Jonathan James. "What did he give you?" he asked. "Whether good or bad I must carry it off, for understand, please, Jonathan James can have in the house of the Master only the things that he gave to others here on earth."

"He gave us work," said the school. "It was a joy to watch him study. He was so interested in all he did. He never shirked a single task."

"Put his gift to you in the basket next to Peace," said the seeker.

The biographer next went to the associates of Jonathan James. "What did this man," he asked, "contribute to your fellowship while he lived?"

"Joy," said the fellow men of Jonathan James. "It was a cheery sight to see his smile and a comforting experience to feel the clasp of his firm, warm hand. Joy was the thing he brought to us as a bright gift each day."

"Place Joy in the basket side by side with Work and Peace," said the seeker..

(To be Continued).

The Sunshine Basket—II

Then the biographer went to the Great Master Himself. "Beautiful One," he said timidly, "I am the biographer of Jonathan James. As you know, since you sent me, I am gathering gifts for him from the four winds and the heights of heaven. What, O Beautiful One, did Jonathan James give you?"

The Great Master smiled, then He took from His bosom a glittering golden sun and placed it carefully in the basket side by side with Work and Peace and Joy. "He gave me Love," He said, "and thus I return it to him, grown mighty and warm and beautiful and full of unfolding things." "Jonathan James," said the biographer, "here is the basket I bring you. In it are the things you gave away. Is it not strange, Jonathan James, that only the things we give return to us?" So saying the biographer set the basket at the feet of Jonathan James and lifted the lid, and suddenly as the lid lifted there grew a glory in the sky above their heads and far down, on earth, the friends and neighbors and loved ones of Jonathan James looked up and said: "What a golden glory flames in the western sky! Just such a sunset as Jonathan James would have enjoyed."

All Things Grow Beautiful

I have often wondered why a flower is beautiful. Last evening as I passed a department store window I saw a floor lamp standing behind one of the display windows. As I glanced at it a clerk approached and snapped the switch. Instantly the shade, beautiful before, became filled with sudden glory. As I think over this incident it seems to throw a little light on why a flower is beautiful.. In the Agassiz Museum in Cambridge there are some wonderful glass flowers. They are truly marvelous imitations of real life and yet they are in just the same relationship to real flowers as the unlit lamp was to the lighted one. There has been a glory added to the real flower and the lighted lamp;—a subtle something that gives of itself,—shining and glittering through petal or glass with a vitality and wonder that dead petals or unlighted glass never could give off.

We begin to understand now why a flower is beautiful. It is because of this inner radiance for which the flower itself is but a window of particular design. As I see it, a radiance shining in an open space would be wonderful of course, but it would look exactly like another radiance in the same way that one electric bulb would look exactly like another, but let some intelligent spirit wrap a transparent lovely shape around one radiance and another lovely transparent shape around another, and the two radiances while still the same would glow differently to onlooking eyes. Thus it comes about that the rose pattern encloses a radiance which glows red or golden on the rose, while behind the lily pattern the radiance gleams forth a gentle white.

It is the radiance, therefore, which the flower encloses that gives to the flower its inner beauty.

If this be true of the flower, the butterfly, the electric lamp, may it not be true of us? May we not grow beautiful in proportion as we let through the radiance of the life within us? I recall one very beautiful line from the great poet Vir Singh. I commend this line to you as a choice treasure.

"With Thee in me," cried the poet, "all things grow beautiful."

How nobly would we grow and how beautiful if, like the flower, we could give outlet at all times to the spiritual radiance waiting within us! It comes to me suddenly that we can release this radiance as easily as the clerk released the radiance of the lamp, by snapping into right position that marvelous mechanism known as the human will.

The Shadow of the Cloud

There was once a poor Indian who discovered in an abandoned mine a small pouch of gold dust. Since he had worked about the mine in his youth, he knew the value of the gold and, of course, was overjoyed at his good fortune. He placed the pouch under his old red shawl and ran all the way home to tell his wife about it. "It will never do," he said, after they had enjoyed the sight of the yellow metal heaped on the earth before them, "to keep so much white man's treasure in this hut. Someone would certainly creep in at night and kill us and carry it away. Let us, therefore, take a little and hide the rest in the open desert."

"That is a good thought," said his wife, "let us go at once while there is still daylight."

When the two came to the open desert, the man looked at his wife out of the corners of his eyes. "Perhaps," he thought to himself, "it would be just as well not to let her see the exact spot. Who knows what she may say in talking to her neighbors?" "Good wife," he said aloud, "stay here by this tall cactus while I go forward and hide the gold."

The squaw was very obedient to her husband and did as she was told, but as he went she marked his path well. She noted that he walked for seventy steps straight towards a distant peak, then he turned to the right and went fifty steps towards another giant cactus and then he went on a straight line to an open space where the floor of the desert was as level as a lake.

"I may forget which cactus is which," said the woman to herself, "unless I give this one some mark that I can see from a distance." Whereupon the woman tore a length from her woolen shawl and fastened it like a streamer to the very top thorns of the high plant.

A week passed and the Indian desired to go to town to buy some seed corn for the spring planting. He, therefore, went into the desert alone to get a pinch of the gold. As he went he glanced anxiously at the heavens. "Where are the clouds?" he muttered. "How can I find the gold without the clouds?" When he came close to the treasure he scanned the surface of the sand with head and shoulders bent down as though seeking for a trail.

"That is strange," he said to himself, "I buried the treasure at the very point of a black shadow made by an overhanging cloud. Now the cloud is gone and there is no shadow and I fear my treasure is lost forever."

After a day spent in useless search the Indian went home. "Why are you so sad?" asked his wife.

"Is there not reason?" asked the Indian. "The shadow at whose edge I hid the gold is gone and I must wait till the cloud returns to find the spot once more."

"Foolish fellow," said the Indian's wife, "I thought you would do something like that. Come, I shall show you where the gold lies, for I counted your steps this way and that from a cactus to whose crown I fastened a strip of my old shawl."

Above and Beneath Us

Today I am going to tell you something that will cause your eyes to open in wonder and make you just a little bit afraid. I hasten to assure you that there is no real danger ahead of you from the sources I am calling to your attention. Why? Because the Divine Spirit has ordered the universe for your protection, creating here on earth just the conditions necessary for the existence of life.

If you and I could rise above this old world just seventy miles we would come into a region so cold that a thermometer would register five hundred degrees below zero. Anyone who has faced a wind on a night when the temperature was zero will appreciate what it would mean were the conditions five hundred times as cold. Between us and that terrible place lies only a blanket of soft cushiony air. We may say truthfully that the Divine Power has tucked this air in around us to keep us warm as a fond father would tuck a blanket about his child.

Now, if we were to start in the other direction and go seventy miles into the earth we would come to a spot so hot that mountains tumbling into it would vanish; melted down like snow sprinkled on a red-hot stove lid.

Between us and that terrible heat lies a thin blanket of stone and earth. Once more the wisdom of the Divine Spirit has reached forth and cooled the platform on which we stand. While these two terrible places lie within seventy miles of us on either side, we pursue our daily work with no thought and fear of them. We have confidence in the great laws that they obey. We feel sure that our blanket of air will not be withdrawn nor the fire allowed to blister our busy feet.

What supreme confidence is ours in this matter, if we do not believe in the protecting arms of God?

Give a little, live a little, try a little mirth; sing a little, bring a little happiness to earth. Pray a little, play a little, be a little glad; rest a little, jest a little if the heart is sad. Spend a little, send a little to another's door; give a little, live a little, love a little more.—Exchange.

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By

HERBERT H. FOSTER, Ph. D.
Professor of Education at Beloit College

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EDUCATION IN ACTION

Byrd Exploits Grip Interest of Pupils

How the Byrd Antarctic expedition catches the imagination of children is daily illustrated in the classroom of grade 4A, Fox Meadow Elementary School, Scarsdale, N. Y. The teacher of this class, Miss Helen Hultz, has shown to the satisfaction of her superiors what part the expedition of Commander Richard E. Byrd can play in elementary education. A great amount of data on the expedition has been accumulated by the nineteen pupils, who are nine and ten years old. The classroom is a veritable laboratory of Antarctic data. Miss Hultz said that when it became necessary before the opening of the term to choose an "activity" or theme for the school year, she turned to some travel activity because of the interest her pupils had shown last year in this field. She said she could find none that she thought would appeal to the children more than the expedition of Commander Byrd. Miss Hultz said that practically all of the questions are related to mathematics, geography, physiography, or some subject that the children studied during the year's work.

3 High School Grades Urged

As a solution of the problem of sub-normal high school pupils, Henry L. Norr, principal of the Evander Childs High School, New York City, suggested three high school diplomas, graded to fit the pupil and his ambitions. Mr. Norr asserted that one fault of the high schools today is that they have not kept pace with the advance of civilization. He pointed out that one-third of the high school students are behind in their grades and said the chief cause for retardation lies in the present system of trying to give a pupil the kind of an education he can neither take nor should be compelled to take. The lowest grade diploma advocated by Mr. Norr would be for students who cannot, or should not be shunted to the vocational schools because they cannot do academic work. To meet the problem of backward students, Mr. Norr suggested a "certificate of completion" for under-average students. The second grade diploma would be the ordinary one now in force, and for higher class students he would award a college preparatory diploma. The college preparatory diploma would be given to students with grades of seventy-five or more, instead of the present sixty-five minimum requirement. Twenty units of class work also would be required, instead of the eighteen now demanded. The "ordinary diploma" requirements would remain the same. For the "certificate of completion" students would he required to pass the usual eighteen units of work, but with the three obligatory courses, science, language and mathematics, eliminated. The plan has the advantage of being flexible, allowing it to be adapted to the individual needs of the student, Mr. Norr said.

College of Albania Has 30 Students

The College of Albania is commencing work. Its faculty consists of three members and its student body of thirty boys. Its halls consist of one brick building as yet unfinished and not completely plastered. To the casual observer it seems to be a very humble enterprise, but as a matter of fact it is a very promising beginning. For it was only ten months ago that Dr. Samuel W. Irwin, former missionary in Jugoslavia, and later the head of an American school in Rome, first approached the Albanian Government concerning the institution of such a college. The American Minister in Tirana gave the project his hearty approval and helped Dr. Irwin at once to get in touch with the proper people. When the plan was fully explained to the rulers of Albania they not only gave it their enthusiastic approval, but promised their co-operation.

Newspaper Alumnus Most Valuable

"An alumnus engaged in newspaper work is far more valuable to his alma mater in almost every respect than one engaged in business or in another profession," states Dr. Henry Louis Smith, president of Washington and Lee University, Lexington, Va.

Student Loans Recommended

Seven years' experience with students' loans has shown that students may be equally well, if not more ably, served by this form of assistance than by philanthropic aid, according to a report by the Harmon Foundation. During the seven-year period the foundation's division of student loans has advanced more than $500,000 to college men and women who needed help to continue their studies. The loans were made on a character basis "to rigidly qualified students" with regard to their necessities, the recommendation of their college and the reputation they have established in their home locality. Losses have averaged less than two per cent. and compare "most favorably with the commercial experience of numerous banking institutions."

Money Prime Need Of Education in South

The South is advancing economically and industrially, declares J. H. Highsmith, inspector of high schools, State of North Carolina. "Commendable progress has been made in education," he stated, "but the South cannot continue to go forward in other lines if she neglects the education of her people. The great educational problem before the South today is the equalization of educational opportunity. Educationally the South is what business men called 'spotted.' There are spots in the South where there is an equality of educational opportunity; but this does not apply to this section as a whole, nor to any state as a whole. Lack of educational opportunity is particularly noticeable in rural districts. There are three factors in a program of equalization of educational advantages: Teachers, length of term, money—these three, but the greatest of these is money. We have preached long enough the doctrine of the equal right. What the South needs today is to discharge its obligation by converting the doctrine of the equal right into the practice of the equal chance."

School Use of Films Is Growing Rapidly

Impetus has been given in the last three years to the use of motion picture films in education and advertising, it was stated by E. J. Way, of the motion picture section of the Department of Commerce. At present, Mr. Way said, there are more than 375 companies in the United States using or producing and distributing non-theatrical films, either for advertising or for use in institutions of learning. Many of the large industrial establishments of the country are keenly interested in the subject and are having sound pictures made of the detailed workings of their own plants. Motion pictures are being utilized as a means of study by grade schools, high schools, colleges and universities, Mr. Way stated.

Y. M. C. A. Bars Alien Tongues

Notices have been posted in the Lowell, Mass., Y. M. C. A. informing members that no foreign language, particularly Greek, may be spoken within the building. Violation of this rule will result in cancellation of membership, according to the notice, which was signed by Harold F. Howe, secretary. Howe said that the Y. M. C. A. was a strictly American institution in the United States, and that the English language should be used exclusively as it was a gathering place for men of all nations. He had no objection to groups of men of any race speaking their own tongue when those present were all of one race, which is not the case in the Y. M. C. A., he said. Particular stress was placed upon the Greek language, Howe said, because many men of that race hold membership in the association and have insisted upon speaking their mother tongue.

Soviet Waives Exam In Engineers' School

Soviet engineering students will receive diplomas as graduate engineers without being obliged to pass final examinations, the Commissariat of Education has decided. This innovation will be introduced in January, 1930. Because of the tremendous shortage in Russian engineers and technicians the Commissariat of Education thinks it will be a practical advantage to issue diplomas to students completing a three-year course without burdening them with spending time to prepare themselves for examinations. As justification of the practice to be adopted, which will undoubtedly affect the ability of the Soviet's future engineers, the Commissariat points out that since holders of diplomas, immediately after being graduated, will be given practical work in factories, they will really complete their training while working under the supervision of more experienced specialists.

Free Universities Professor's Plan

All education should be free, even in professional schools, Dr. Harold A. Clark, professor of education in Teachers College, Columbia University, recently declared. This proposal, Dr. Clark said, emphasizes the increasing tendency of education to lose its economic value to the individual as its benefits are extended. "When we say all public education should be free," he continued, "we mean all productive education. Who would benefit if medical education were made free and offered to as many as wanted it? The public would benefit in reduced medical charges. The same would be true of engineering, dentistry, of law, and the other professions."

Schools, Not Roads, Called State Need

Clarence H. Dempsey, Commissioner of Education of Vermont, speaking at the dedication of the West Rutland High School, urged more talk for adequate schools in Vermont and not so much stress on "hard-surfaced roads." "I have heard and read nothing except roads," Mr. Dempsey said. "I am in sympathy with the road movement, but I maintain that it is more vital to have fine schools for boys and girls than it is to have fine roads for grown-ups and visitors to ride over."

School for Guards In Prison Started

It is announced at the Department of Justice in Washington that a training school for guards and employes in the Federal penal institutions is established in New York City. This school will be operated through the Bureau of Prisons of the Department in connection with the Federal detention headquarters in New York. Jesse O. Stutsman, a prison executive of long experience, conversant with both the theory and practice of modern penology, has been designated to head this school in connection with the superintendency of the detention headquarters. Mr. Stutsman will call to his aid a number of police and prison experts who will give frequent demonstrations and lectures during the course. The curriculum will cover a four months' period and will include such subjects as the nature and history of criminal law, the objects of a modern prison, methods of identification and apprehension, ballistics, jiu-jitsu, physical culture, first aid, an introduction to hygiene and psychiatry, the workings of our courts, prosecuting offices and judicial system generally, the management of penal institutions, the duties of officers and guards, including the everyday problems of discipline, how to understand individual inmates, care of government property and other forms of practical instruction. During the course of the training visits will be made to other penal institutions, courts, detective headquarters, etc.

Confiscated Books Given as Prizes

Parents of good little boys and girls in Bucharest opening the handsome, lilac-bound school prizes which their offspring have received from the Ministry of Public Instruction as reward for scholastic ability or decorum were astounded to find themselves reading a decidedly indecent story. An avalanche of denunciation and protest followed and there was a prompt investigation. What the inquiry revealed was highly illuminative of Balkan administrative methods. The apprehensive officials of the Department of Public Instruction related how, when they found that the budget appropriation for the purchase of school prizes had gone the way of all loose moneys in Rumania, they had sought for a substitute. Forgotten in a corner they found a heap of dusty lilac-bound books which they distributed without even taking the precaution of reading them. It now develops that the book had been confiscated eight years before as a book unfit for grown-ups, let alone children.

Circuit Rider Visits Farmers

Better methods in raising crops and live stock, taught by a circuit-rider teacher to the farmers and their sons at work in the fields of Cleveland County, Oklahoma, is the modern counterpart of the circuit-riding preacher, whose visits were once eagerly awaited events in pioneer days. Six years ago George Ransom, superintendent of the Noble schools and teacher of vocational agriculture, insisted that farmers could be taught a way to higher profits through improved agricultural methods, but he could not reach them through his school, with its enrollment of 330 students, operated on a budget of only $9,000 a year. As a circuit-riding exponent of education he finds he can carry all the necessary equipment for study, including books and instruments for practical teaching. The traditional farmer whose hard work is nullified by poor business methods will also be scarce in Cleveland County when Mr. Ransom's students have learned to handle money, one of the lessons he teaches. "I have tried to teach the boys good business methods, and usually they are waiting on the bank steps the day their notes are due, waiting for the bank to open so that they can pay them off," Mr. Ransom said.

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High Tax Hurts Schools

One-half of the taxes collected in West Virginia go to schools, and with the high rates the schools are finding it difficult to make both ends meet, said State Tax Commissioner T. C. Townsend. The last legislature, Mr. Townsend explained, appropriated $1,000,000 for state aid to schools for 1929 and $1,250,000 for such aid in 1930. "The legislature also put a rider upon that appropriation—that no county should receive such state aid until the board of public works should find and certify that the property of a particular county had been assessed at its full value," the commissioner said. Some of the richest counties in the state, where there should be no question about values being sufficient to pay the costs of schools, receive the largest amount of state aid, Mr. Townsend declared.

Class in Economics Has Adopted Baby

A home with everything from a kitchen stove to a baby is provided for instruction of University of Tennessee co-eds. Each year thirty seniors in home economics live three months in the "practice house," a two-story affair near the campus. They prepare their food, do all the work and manage the budget. Some time ago girls then in the home adopted a baby, and succeeding classes have kept it. They feed, clothe and, later on, plan to send it to school. It's a boy.

Hazing Suspensions At Swarthmore

The faculty of Swarthmore College has suspended two upper classmen and taken from fifty other members of the class their privilege of "cutting" classes for the coming semester as a result of a hazing party for freshmen recently. College rules adopted by the men's Student Government Association prohibit the use of physical force in hazing. It was charged the upper classmen put the freshmen through rituals requiring physical force, and the association offered its resignation to the student body. This resignation was refused and the matter was placed in the hands of the faculty.

Korean Students In Open Revolt

Dispatches to the vernacular papers in Tokio recently said that more than 900 Korean students were arrested at Sequl following riots that necessitated mobilization of the entire Sequl police force. The trouble was said to have been the outgrowth of long standing quarrels between the Japanese and Korean students of the middle schools.

TREND OF THE TIMES

GLASS DOMED TICKER that has been the symbol of Wall Street to cartoonists for many years is on its way to the discard. It is not for any deficiency in the transparent case, however, but simply because a new machine that happens to be inclosed in black metal can get out the quotations almost twice as rapidly. The old ticker had a capacity of 300 characters a minute while the new one is capable of printing at least 500 in the same time.

ALIENS SEEKING CITIZENSHIP in the United States during the year ended June 30, 1929, numbered 26,000 more than the preceding year, but 9,000 fewer were made citizens. More aliens took out their first papers this year than last and more applied for second papers. The proportion of women has increased, and that of men has decreased.

"I HAVE BEEN AMAZED by your museums and libraries and the wealth of French cultural associations which you in this country possess," recently declared Dr. Marcel Aubert, associate curator of the Louvre at Paris, in an address. "I must admit that there are certain branches of French art which are better represented in your country than they are in France."

DAVID LLOYD GEORGE, with the death of Georges Clemenceau, becomes the last of the three great war leaders. M. Clemenceau, turned out of office and rejected for the Presidency of the French Republic, retired to the Vendee and wrote philosophy. Woodrow Wilson, repudiated by the Senate and crippled in health and spirit, retired to the seclusion of his Washington home and died. David Lloyd George, rejected by his people with equal completeness, plunged once more into the swirl of British politics until he now holds the balance between the Labor and Conservative parties.

WASTE-PAPER BASKET is an important factor in industry. In recent years a business of more than $200,000,000 a year is being carried on in the United States from what goes into the basket. Millions of tons of merchandise are being salvaged and made to work over and over again.

CRIMINALS number at least one million in this country, according to Professor August Vollmer, president of the National Association of Police Chiefs, and Chicago has less than its share of them. "There are 100,000 legal regulations and 100,000 legal inhibitions affecting every citizen," he said. Probably one person out of every ten has violated one or more of these laws at some time or other, he believes. He holds the failure of lawmakers to keep abreast of changing conditions responsible for crime conditions.

INFLUX OF ALIENS from the Western Hemisphere is the most menacing phase of this country's immigration problem, asserts Representative Box of Texas. "The building of dikes against the flood pouring in from Europe and Asia has increased the pressure from neighboring countries in the New World," he added. "Mexico sends aliens to the United States embodying practically every serious and menacing element of America's immigration problem."

THIS YEAR'S CROPS of the American farmer were worth $85,000,000 more than last year's harvest, despite a production decrease of 4.8 per cent. The crop reporting board of the department of agriculture estimated that the value of fifty leading crops was $8,580,528,000 compared with $8,495,788,000 last year. The area harvested was 367,082,000 acres, or about one per cent. more than last year's acreage.

TOTAL REALIZED annual income of the people of the United States, estimated in current dollars, has grown from $65,949,000,000 to $89,419,000,000 since 1919, according to a report by the National Bureau of Economic Research. Since 1919 there has been an almost steady upward trend of the national income, with the exception of the period of deflation in 1921, when there was a recession of more than $10,000,000,000.

RECORD PRODUCTIVITY marked the fiscal year ended June 30, 1929, in American industry, with factory output high throughout every month, and wholesale and retail prices averaging about one per cent. higher than the previous year, declared Robert P. Lamont, Secretary of Commerce. Larger employment of labor and reduction in part-time work was an accompanying part of the high activity in manufacturing and mining during the fiscal year.

The BOOK TABLE

AGRICULTURAL NATURE STUDY. Book One. Book Two will be published about January 15. By John H. Gehrs, State Teachers College. Cape Girardeau, Missouri. Cloth. Illustrated. New York, Cincinnati, Chicago: American Book Company.

This is one of the famous books of the present age of achievements in education. It is high appreciation of the psychology of boys and girls from eight to ten, and it lifts Nature Study from a child's project to noble agricultural service. We hope you will read over our editorial in this issue on "Agricultural Nature Study."

FINDING AMERICA. An Elementary History. By Olive E. Smallidge, Flint, Michigan. With Collaboration of Frederic L. Paxson, University of Wisconsin. Cloth. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This is an heroic attempt to give children in the early elementary grades a graphic account of the conditions in Europe when the people in Spain and Italy especially were unable to get the spices and sweets which they were unable to have because of the Turks and Arabs who controlled the passage to the lands of spices and sweets.

"Finding America" is a new view for elementary school pupils of the reasons why it was so important for Columbus to try to sail to the East Indies, and why he found America instead.

THE PROBLEM AND PRACTICE ARITHMETICS. First Book. By David Eugene Smith, Eva May Luse, Iowa State Teachers College, and Edward Longworth Morss. Illustrated by Cornelia J. Hoff. 488 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Apparently there are some people who do not expect eighty-five per cent. of the arithmetic to be eliminated immediately, for here is one of the most elaborate and most beautiful first arithmetics ever published.

It will be impossible for any child to escape the fascination of the illustrations and there is no picture that is not used in some way, to create problems and produce practice opportunities.

Every suggestion of pedagogical science is in the background for the teacher, while only an almost infinite variety of attractive devices with the latest facts and phrases that appeal to children of the second and third grades are utilized.

With the child's interest in the foreground there are diagnostic and achievement tests, remedial exercises, standardized practice schemes, with appreciation of individual differences to make sure that what children enjoy will abide with them as habits of thought and skill in application.

JOLITA OF THE JUNGLE. A story of the Bush People. By Alice Fessenden Peterson. With more than fifty illustrations by the author. Cloth. Chicago: Beckley-Cardy Company.

Colonel Charles Lindbergh recently carried some men who had been studying the ruin of a Mayan village in Central America in an airplane so that they learned more in five hours than they would have learned in five years of exploration. Since then there has been unusual interest in the first civilized people in the New World.

Now the Beckley-Cardy Company of Chicago allows school children to read in an attractive story of the Mayan race as Alice F. Peterson tells of her knowledge of the life of these Jungle people of whom she learned much by a visit to Panama several years ago.

"Jolita of the Jungle" is as interesting an achievement for the schools as was Lindbergh's airplane for the archaeologists in 1929.

INDUSTRIAL ARTS IN EDUCATION. By Dean M. Schweickhard, State Department of Education, Minnesota. Cloth. Peoria, Ill.: Manual Arts Press.

The author recognizes that the educational value of industrial arts above the early years of a child's school life was jeopardized by disagreement and uncertainty. This developed skepticism and lack of standardization, which threatened its very foundations. This development, which has been spasmodic and chaotic in many instances, has now acquired sufficient stability so that industrial education may come into its legitimate place in each stage of the school system.

Mr. Schweickhard is guided in all of his suggestions by the belief that industrial education must be inseparably bound up with humanistic and scientific education if a well-rounded education is desired.

THE JUNIOR HIGH SCHOOL TEACHER. By A. Laura McGregor, Rochester, New York. Cloth. 284 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

Public confidence in all educational progress may be easily discounted or diluted by lack of efficient teaching in junior high schools.

This is the latest universal experiment in a radical modification of the school system, and it is entirely unlike any other change in a public school system. There has been no other teaching such as the junior high school requires.

High school teaching of the past will wreck a junior high school, and as surely elementary school teaching of the past makes success impossible.

An entirely new psychology and pedagogy is necessary, as is a new methodology. It is not only more important than ever before that the teaching is of students instead of subjects, but the students as a whole are a different group of personalities than ever before.

Rochester, N. Y., was one of the first cities to discover the responsibility of junior high school teachers, and A. Laura McGregor has produced a book on junior high school teaching that is worth as much as a year of graduate university study under professors who have never known junior high schools as this author has known them.

APPLIED WRITING BY THE JOURNALISTIC METHOD. By Perley Isaac Reed, West Virginia University. Cloth. 370 Seventh avenue, New York: McGraw-Hill Book Company, Inc.

School journals have assumed large responsibility in the teaching of high school English by journalistic practice. It is not primarily what the school journal does for the editorial staff, but rather its influence upon every one who has any taste for writing or interest in the effective use of good English.

It is the first universal school sentiment that has forced teachers of English to escape the deadening influence of "how not to write."

This book teaches English composition through the writing of material for a school journal. In this way the student feels that he is writing about real things for a real purpose. The book supplies a worthwhile objective and provides the thrill that accompanies a sense of self-development. Through it all the student cannot fail to learn how to express himself well.

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GRINS BETWEEN GRINDS

A. W. O. L.

Bachelor Girl—"What do you miss most now that you've married and settled down?"

Wife—"My husband."

Just Like Home

Landlady—"Look here, young man, you've been here three months and haven't paid any rent yet."

Student—"But I thought you said it would be like home here?"

Landlady—"I did, but what of it?"

Student—"Well, I never pay any rent at home."

Indeed He Will

Harassed Carpet Salesman (appealing to husband)—"You won't beat this, sir."

Wife (snappily)—"You'll pardon me—he will if I buy it."

The Exception

"Has anything happened while I've been out?"

"No, ma'am, except that the door you are leaning against has been repainted."

A Home Thrust

He (angrily)—"Do you always believe everything every darn fool tells you?"

She (sweetly)—"No, darling, but sometimes you do sound so plausible."

Gentle Hint

"I'd sure like to be like the gas, Mother."

"Why?"

"'Cause every time it goes out it gets a quarter."

Poor Kid

Visitor—"And how old are you, Bobbie?"

Bobbie—"I'm just at the awkward age."

Visitor—"Really? And what do you call the awkward age?"

Bobbie (bitterly)—"I'm too old to cry an' too young to swear."

Risky

"Why don't you be a little bit nice to your wife once in a while?"

"It makes her suspicious."

The Lawyer's Fee

Bursting open the door marked "Private," the butcher confronted the local lawyer.

"If a dog takes a piece of meat from my shop, is the owner liable?" he asked the man behind the desk.

"Certainly," replied the lawyer.

"Very well; your dog took a piece of steak worth a half a dollar about five minutes ago."

"Indeed," he replied smoothly. "Then, if you give me the other half dollar that will cover my fee."

See the Judge

Mother—"Dorothy, you have disobeyed Mother by racing around and making all the noise. Now, you shan't have that piece of candy."

Father (entering a few minutes later)—"Why so quiet, little one?"

Dorothy — "I've been fined for speedin'."

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Vocations for Wage Earners

"The thirteenth annual report of the Federal Board for Vocational Education shows an enrollment in federally aided trade and industrial schools of all types of 563,496," declared Frank Cushman, Chief, Industrial Education Service, Federal Board for Vocational Education. "While this figure is of interest when compared with an enrollment of only 135,000 for the entire United States ten years ago, one of the most significant things about it is that, of the entire number, eighty-nine per cent. were employed wage earners. The federally aided program of trade and industrial education has been developed in most states with the distinct objective of furnishing opportunities for vocational training to employed people. The need for vocational training for this group was recognized in 1917 when Congress specifically provided in the Smith-Hughes Act that one-third of the Federal appropriation for trade and industrial education must, if spent at all, be used for part-time instruction of employed minors. Figures for the present year indicate that the states have done far more than merely attaining the minimum ratio in this field of vocational education. The present trend appears to be along the line of still greater development in educational opportunities for those employed in industry. Eleven per cent. of the total enrollment represents that portion of the entire group which is enrolled in pre-employment schools and classes, such as city trade schools and trade departments in vocational high schools. While the total number of boys and girls reached through this type of vocational education is increasing from year to year, the rate of increase has from the beginning been less than the rate of increase for part-time and evening schools. The latter type of schools limit their enrollment to persons who have left the regular schools and entered industrial life."

THE ARLO BOOKS

News note in Durham, N. C., paper

"CLEMATIS, by Bertha B. and Ernest Cobb, was voted the most popular book among the children of Durham, N. C., in the ballot conducted by the children's department of the Durham public library during book week. The type of books voted as favorites proves that worthwhile books are really more popular with the children than mediocre ones."

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Study of Children's Needs

As a part of the exhaustive study of the needs of children which President Hoover has inaugurated, nationally known leaders in amateur athletics and recreation met recently at the Interior Department in Washington to organize the committee of recreation and physical education of the White House Conference on Child Health and Protection. After a preliminary session at which delegates expressed a concerted willingness to put the individual organizations they represent in the background and work for the welfare of the child alone, the committee was received by President Hoover and then broke up into subcommittees each to begin a year's study on special problems. It was pointed out at the first session, led by Henry Breckinridge of New York, former Assistant Secretary of War and president of the National Amateur Athletic Federation, that this group probably will not need to make any original investigation, but will co-ordinate studies of recreation needs and facilities that have already been made, and will prepare recommendations for presentation to the final conference as to what should be done by the government and private organizations for the benefit of the children, "on whom rest the future foundation of the Nation."

440 in School for Deaf

New York City's School for the Deaf, said to be the largest of its kind in the world, is training 440 deaf children to speak, teaching them the same course of study that normal boys and girls follow in the elementary schools and fitting them for various vocations. An informal report on the work of the school was made to George J. Ryan, president of the Board of Education, by Carrie Wallace Kearns, principal of the school. The greatest and first difficulty of the teachers, she explained, is to teach the children to imitate and practice sounds they have never heard. They learn to understand what people are saying by means of lip reading, as the sign language is not taught in the school. The elementary sounds are taught to the pupils by means of mirrors, which

help them to see whether they are making the same motions normal persons make when they utter various sounds. About two years are spent in teaching speech and then the children are ready to begin the elementary school course of study. Thus they stay ten instead of eight years in school. In time they come to speak English well, although, not being able to hear, they are deficient in the use of slang, Miss Kearns said.

End Hazing at Lehigh

Hazing of freshmen at Lehigh University, Bethlehem, Pa., either collectively or individually, has been abolished by the sophomore class. The sophomore council has taken this step voluntarily and without any influence on the part of officers of the university or upper classmen. The only contacts between the classes in the future will be the annual Founder's Day games and the fights at the spring banquets of each class. In these contests, the classes are on an equal basis and consequently they do not resolve themselves merely into a beating for the under class, which had been the case in the "rushes" in the past. The regulations governing freshmen, such as wearing black ties and socks, freshman caps, keeping off the grass, and so forth, will be continued.

Meetings To Be Held

FEBRUARY.

28. National Association of Commercial Teacher Training Institutions. New York University, Washington Square East, New York City.

APRIL.

3-4-5: Tenth Annual Ohio State Educational Conference. Columbus. T. C. Holy, Secretary.

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